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ABSTRACT

Using secondary data collected by F. Laanan (1995), this study investigated how students who transferred from California Community Colleges to the University of California, Los Angeles (UCLA) in fall 1993 performed academically, and explored the nature of their experiences in adjusting to the four-year institution. This comparative study describes the attitudes and perceptions of students' community college and UCLA experiences for two groups: (1) students who transferred from Santa Monica College (SMC); and (2) students who did not transfer from SMC (or non-SMC). A 104-item Transfer Students' Questionnaire (TSQ) was used to collect information from students. The researcher finds that the academic preparations and/or rigor required in SMC courses provided the socialization and preparation for the course work at UCLA. At UCLA, SMC students had a significantly higher GPA compared to non-SMC students. Overall, male students had lower involvement or interaction with professors at UCLA, compared to female students. Male students were more likely to agree that adjusting to UCLA was difficult and that they experienced an increased level of stress when they started. Older students were significantly more satisfied with their UCLA experience, compared to traditional students. Older students take greater advantage of interacting with world-renowned scholars and utilize the resources available to them more often. Appendices include a list of Transfer Alliance Program Colleges, the transfer students' questionnaire, the Dean's cover letter, and factor analysis results. (VWC)

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From Community College to University: A Comparative Study of SMC and Non-SMC Students

Research Project

Prepared by

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Graduate School of Education & Information Studies

University of California, Los Angeles
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December 15, 1997

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EXECUTIVE SUMMARY

Using secondary data collected by Laanan (1995), this study investigated how students who transferred from California Community Colleges to the University of California, Los Angeles (UCLA) in fall 1993 performed academically and explored the nature of their experiences in adjusting to the four-year institution. This comparative study describes the attitudes and perceptions of students' community college and UCLA experiences for two groups: students who transferred from Santa Monica College (SMC); and 2) students who did not transfer from SMC (or non-SMC).

A 104-item Transfer Students' Questionnaire (TSQ) was used to collect information from students. The final sample included 250 transfer students, of which 91 students (or 36%) were former SMC students. The comparison group, or non-SMC included 159 students.

Highlight of Findings

Background Characteristics

- For both SMC and non-SMC students in the sample, over half of the students who responded to the questionnaire were white and between the ages of 21-24.
- SMC students were more likely to have parents who completed a graduate degree, compared to non-SMC students.
- SMC students had higher aspirations toward the Law degree, compared to non-SMC students.

Community College Experiences

- For both groups, students' reported community college GPA was similar. SMC students had a mean GPA of 3.53, while non-SMC students had a mean of 3.52.
- Significantly more SMC students agreed that the courses prepared them to be academically successful at UCLA. Further, SMC students had more agreement that the courses they took demanded intensive assignments, helped develop critical thinking skills, and were intellectually challenging.
- About 90% of SMC students agreed that they consulted with academic counselors. Significantly, more SMC students agreed that the information received from counselors was helpful in the transfer process, compared to non-SMC students.

EXECUTIVE SUMMARY

UCLA Experiences

- SMC students had a significantly higher mean UCLA GPA (3.32 versus 3.21), compared to non-SMC students.

- About half of all students in the sample had majors in the Social Sciences, and about one-fourth in Humanities.

- In general, SMC students were more likely to engage in faculty interaction. In other words, they spent more time talking with a professor outside of class and asking comments or criticisms about their work, compared to non-SMC students.

- In terms of students' involvement with clubs and organizations, SMC students indicated less involvement in attending a program, meeting, or event put on by a student group, compared to non-SMC students.

- SMC students were significantly less likely to utilize tutorial services at UCLA, compared to non-SMC students.

- Overall, SMC students had lower agreement on all five items that measure the adjustment process of students, compared to non-SMC students.

- In general, both SMC and non-SMC students were similar on their levels of satisfaction with UCLA. However, a significant difference between SMC and non-SMC students was found on the item: if I could change things I wish I could have entered UCLA as a freshman. Significantly less SMC students agreed with this statement, compared to non-SMC students.

- In general, SMC students scored significantly higher on the community college Academic Preparation and Academic Counseling factors. At UCLA, students from SMC were significantly less likely to experience a difficult adjustment process, compared to non-SMC students.

Santa Monica College Students

Analysis by Sex

- Of the 91 students from SMC who responded to the questionnaire, 29 (or 32%) were men and 62 (or 68%) were women.

- Although not statistically significant, female students had a higher community college transfer GPA (3.55 versus 3.49), compared to male students.

- A similar pattern in found at UCLA. Female students had a higher reported GPA (3.35 versus 3.24), compared to males, although not statistically significant.

- Overall, both male and female students from SMC responded similarly on the items that pertain to courses, faculty involvement, study habits, and use of academic counseling. However, males were slightly more likely to agree that the courses demanded intensive writing assignments and projects and that the courses helped develop critical/analytical thinking. Males were also less likely to utilize academic tutoring at the two-year, compared to females.

- Compared to female students, male students were less likely to have majors in the Humanities and Social Sciences. However, a higher percentage of male students had majors in the Physical Sciences.

- Overall, male students had lower involvement or interaction with professors at UCLA, compared to female students. Further, about half of female students and one-fourth of male students indicated that they asked a professor for comments and criticisms about their work.

- Of the six items that make up the adjustment process scale, male students had higher agreement on four items. That is, male students were more likely to agree that adjusting to the academic standards has been difficult, my level of stress increased when I started, and I experienced "transfer shock."

- Female students significantly scored higher on the UCLA Academic Involvement and Overall Satisfaction factors, compared to male students. That is, they were more likely to have higher levels of interaction with faculty regarding courses and projects and to agree that they were satisfied with their UCLA experiences.

Analysis by Age Group

- Of the 91 students from SMC, 52 (or 57%) were in the traditional age category and 39 (or 43%) were in the non-traditional age category.

EXECUTIVE SUMMARY

- Although not significant, non-traditional age students had a slightly higher self-reported community college GPA (3.60 versus 3.48), compared to traditional age students. At UCLA, non-traditional students had a significantly higher reported average GPA (3.42 versus 3.24), compared to traditional age students.

- Overall, non-traditional age students had more agreement that they frequently studied in a group setting and that they sought academic tutoring for classes at the community college.

- In general, traditional age students were more likely to have majors in Life Sciences and Physical Sciences, compared to non-traditional age students. Conversely, non-traditional age students had a higher percentage majoring in Social Sciences and Humanities.

- In terms of faculty involvement, non-traditional age students had more agreement on four of the five items that make up this scale. That is, they were more likely to spend time visiting faculty in and out of class and to discuss academic matters with professors, compared to traditional age students.

- Traditional age students had substantially higher involvement in clubs and organizations at UCLA, compared to non-traditional age students.

- Despite a student's age, over half indicated that adjusting to the academic standards was difficult. However, traditional age students had lower agreement that they experienced "transfer shock" and that it was difficult adjusting to the 10-week quarter system, compared to non-traditional students.

- Traditional age students scored significantly higher on the UCLA Social Involvement factor, compared to non-traditional age students. In other words, they were more likely to participate in campus organizations and student groups, compared to non-traditional age students.

- Non-traditional age students scored significantly higher on the UCLA Academic Involvement and Overall Satisfaction factors, compared to traditional age students. That is, they had higher levels of interaction or involvement with faculty and were substantially more satisfied with their UCLA experience.

INTRODUCTION

Over eleven hundred campuses strong, American community colleges enroll almost half of the nation's undergraduates and half of all first-time freshmen by offering a diverse and flexible curriculum, which can meet the academic and vocational interests of a large student population (Cohen & Brawer, 1996). In California, the 106 public community colleges enroll over 1.3 million students - about one-fifth of the total student population in American public community colleges (The Chronicle of Higher Education, 1995). Of great importance to these two-year institutions is their role in providing transfer opportunities to students who may wish to continue their post-secondary education beyond the community college campus.

The "transfer function," as it is known, increasingly serves as the critical point of entry toward the baccalaureate. A student's path to completing the transfer education will vary, based upon the type of transfer program offered by the community college, and the extent of academic rigor within the institution. Further, because community colleges enroll a diverse population (e.g., older or non-traditional college-age, ethnic minorities, and low income), the academic experiences of a student will dramatically differ due to what a student brings to the college environment. Upon making the transition from the two- to the four-year college or university, transfer students are required to make numerous adjustments to the new institutional culture of the senior institution (Laanan, 1996).

Background

Of the 106 community colleges in California, Santa Monica College (SMC) ranks number one in transferring students to the University of California (UC) system, as well as to University of Southern California (USC), and to Loyola Marymount University (LMU). Given its strategic location in Southern California, SMC is in the proximity of major research universities in Los Angeles. In fact, SMC has and continues to be the number one feeder school to UCLA.

For students who make the transition to UCLA, very little is known about their prior experiences at SMC and their experiences at UCLA. The only types of reports produced by UCLA are descriptive in nature. The Office of Academic Planning and Budget (OAPB) and the Students Affairs Information Research Office (SAIRO) generally produces the reports. The OAPB (1996) reports tend to focus on the academic progress of undergraduate students in terms of their persistence, graduation, and time-to-degree. Other reports produced by SAIRO (1996) tend to focus on specific student outcomes, such as academic characteristics of new students and the gap between native and transfer grade point averages (GPA). Other outcomes included in these reports investigate the

financial characteristics, progress toward degree, ethnic distribution, and work and career planning of undergraduate students at UCLA. A trend analysis is the common type of study conducted for students on these measures.

Although the reports from OAPB and SAIRO provide valuable information for UCLA administrators, admissions, student affairs, faculty, and a wider audience, the data tends to be aggregate in nature. In other words, the data only describes students either by racial/ethnic group or by student status (i.e., native versus transfer). A "within-group" analysis is important in an attempt to better understand the characteristics, experiences, and academic progress among transfer students. More specifically, for students from SMC who transfer to UCLA, recent data about student characteristics and college experiences are to date, limited, and needed.

PURPOSE OF THE STUDY

This study investigates how students who transferred from California community colleges to UCLA in fall 1993 performed academically and explores the nature of their experiences in adjusting to the senior institution. Specifically, the purpose of this study was to examine the experiences and performances of two transfer student populations: 1) students who transferred from SMC; and 2) students who did not transfer from SMC (or non-SMC).

There is a need for administrators, faculty, student affairs professionals, and researchers at SMC to utilize data that have been previously collected. Using secondary data generated by Laanan (1995), this study seeks to understand and describe SMC and non-SMC students who transferred to UCLA. Specifically, the research questions guiding this study were:

1. What are the background characteristics of SMC and non-SMC students in the sample?

2. To what extent are there differences between SMC and non-SMC in their community college experiences? Specifically, are there differences in their level of academic achievement and perceptions in their courses, faculty involvement, study habits, and academic counseling?

3. To what extent are there differences between SMC and non-SMC students in their UCLA experiences? Specifically, are there differences in their level of academic achievement, academic and social involvement, adjustment process, and overall satisfaction?

4. How do SMC students differ in their community college and UCLA experiences by age and sex? Are there differences between traditional and non-traditional-age students? Are there differences between male and female students?

METHODOLOGY

The target population for this cross-sectional study was students who transferred from California community colleges to UCLA in fall 1993. The population was limited to second-year transfer students at UCLA in order to assess academic and social experiences while at UCLA for the last six quarters. Students who transferred from 12 of the 20 Transfer Alliance Program (TAP) colleges were included in the study (see Appendix A for a list of the TAP colleges).

Data Gathering

Data were collected utilizing a survey instrument. The 104-item Transfer Students' Questionnaire (TSQ) consisted of sorter and Likert-type scales (see Appendix B). The questionnaire included four main components: 1) student background characteristics; 2) community college experiences; 3) UCLA experiences; and 4) open-ended questions.

Questionnaires were mailed to 868 students at their current home addresses during week ten of winter quarter 1995. Students were given a deadline to return the questionnaire four weeks from receipt of the questionnaire. The questionnaire was accompanied by a cover letter from the Dean of Honors and Undergraduate Programs at UCLA inviting students to participate in the study (see Appendix C).

Description of the Variables

The background characteristics component consisted of questions about age, sex, high school GPA, racial or ethnic identification, place of residence, distance from home to UCLA, education attainment level of parents, personal or parental income, and hours working on a job during school.

The community college component focused on areas covering students' experiences at the two-year college. Students were asked to respond to questions about their GPA, courses, academic and social involvement activities, and honors courses experiences.

The UCLA component included questions about GPA, declared major, units taken, and participation in honors program, transfer orientation, and special services. Additionally, five broad areas included experiences with professors at UCLA, clubs and organizations, student services, adjustment process, and overall college satisfaction.

METHODOLOGY

Method of Analysis

Since the purpose of this study was to describe the differences between SMC and non-SMC students on various outcome measures, descriptive statistics were employed. To determine if whether there were significant differences between the two groups, a *t*-test of independent samples was employed to analyze the extent to which the mean differences between SMC and non-SMC students were statistically significant. Among SMC students, differences between sex (i.e., male and female) and age group (i.e., traditional versus non-traditional) were analyzed. Finally, factor analysis was conducted to identify factors or dimensions that can be used to represent relationships among sets of interrelated variables. The purpose of factor analysis is to understand a complex phenomenon not on one question (or variable), but instead on a construct, which is derived from measurement of other, directly observable variables.

Limitations of the Study

Although this study provides important information about transfer students at UCLA, it is important to highlight some of the limitations. First, the study only surveyed students who transferred from community colleges identified as Transfer Alliance Program (TAP) institutions, and thus is not a representative sample of transfer students at UCLA. Second, this study was a cross-sectional design in which students were surveyed at one time point. Given the non-longitudinal design, the researcher can not examine the outcomes of interest to determine the rate of change over time with a cross-sectional design. Finally, the response rate was not considered high. Any generalization of the findings should be done with caution.

FINDINGS

Who Participated in the Study

Table 1 illustrates the 12 community colleges represented in the study and the number and percentage of students comprising the final sample. For this study, the final sample included 250 students. There were 91 students who transferred from SMC and 159 non-SMC students. SMC students comprised 36 percent of the sample. The overall response rate was 29 percent.

The frequency of students from other community colleges ranged from 2 to 32. The second highest number of responses was among Los Angeles Valley College (n=32), followed by Pasadena City and El Camino College, both with 27 students.

Table 1
Frequency and Percent of Participating Community Colleges
(N=12)

College Name	Frequency	Percent
College of the Canyons	5	2.0
East Los Angeles College	2	0.8
El Camino College	27	10.8
Glendale Community College	17	6.8
Long Beach City College	10	4.0
Los Angeles Pierce College	24	9.6
Los Angeles Valley College	32	12.8
Pasadena City College	27	10.8
San Diego City College	4	1.6
Santa Monica College	91	36.4
West Los Angeles College	9	3.6
West Valley College	2	0.8
TOTAL	250	100.0

Source: Laanan (1995).

FINDINGS: BACKGROUND CHARACTERISTICS

Table 2 provides a comparative analysis of background characteristics of SMC and non-SMC students in the sample. The third column labeled "Percent Difference" provides the value (either positive or negative), which favors SMC students. In other words, if the percent difference is positive, this means a higher response among SMC students; if the percent difference is negative, this means a lower response among SMC students.

Age of Students

For both SMC and non-SMC students in the sample, over half of the students who responded to the questionnaire were between the 21-24 age group. Slightly more SMC students were between the ages of 30-39 (16% versus 8%), respectively. Women represented 68% of respondents among SMC and non-SMC students.

Racial/Ethnic Identification

Overall, white students comprised 59% of SMC and 49% of non-SMC students. The next highest percentage was among the "Other" category. These were students who self-identified as Armenian, Eurasian, Iranian, Italian, Puerto Rican, and Vietnamese. When all five Asian categories were combined into one group called "Asian Americans," they comprised the second largest number of students in both SMC and non-SMC transfers (20% versus 21%), respectively.

High School GPA

Overall, the average high school GPA for SMC students was 3.27 and 3.29 for non-SMC students, not statistically significant. Table 2 shows that SMC students had slightly more students with GPAs between 3.76-4.00 (26% versus 23%), respectively.

Parents Education Attainment

In terms of parents' education attainment level, about one out of every four SMC and non-SMC student had mothers who graduated from high school. Slightly more non-SMC students had mothers who obtained a bachelor's degree (19% versus 13%). Conversely, SMC students were more likely to have had mothers who completed a graduate degree, compared to non-SMC students (14% versus 7%), respectively. In examining students' father's level of education attainment, the patterns are fairly similar for both groups. However, among fathers who obtained a graduate degree, there is a 12% difference favoring SMC students. In other words, SMC students were more likely to have had fathers who completed a graduate degree, compared to non-SMC students (27% versus 15%), respectively.

FINDINGS: BACKGROUND CHARACTERISTICS

Parental or Personal Income

Table 2 shows that both SMC and non-SMC students had similar reported parental or personal income, except for the highest category. Slightly more SMC students had a reported parental or personal income level in the $75,000 or more (22% versus 17%), respectively.

Student Employment

In terms of employment, about one out of every four students in the sample did not have a job when they responded to the questionnaire. In comparing SMC and non-SMC students, both groups were fairly similar. Slightly more SMC students worked between 21-30 hours per week (20% versus 16%), respectively.

Place of Residence

Majority of SMC and non-SMC students lived in an off-campus apartment. Specifically, 67% of SMC students lived off-campus, compared to 42% of non-SMC (a 25% difference). About one-fourth of all students lived with their parents at the time of the survey.

Commuting

In terms of commuting to UCLA from home, SMC students were more likely to spend 30 minutes or less, compared to non-SMC students (80% versus 45%). On the other hand, non-SMC students spent between 30 minutes to an hour commuting to campus (37% versus 18%), and one hour to 1.5 hours (15% versus 1%), respectively.

Highest Academic Degree Aspirations

A question was asked about students' highest academic degree aspirations. Students from SMC had higher responses in aspiring toward the Bachelor's (20% versus 18%), Medical (12% versus 11%), and Law (15% versus 9%), respectively. Non-SMC students had higher responses in aspiring toward the Master's (33% versus 30%), and Doctorate (25% versus 18%), respectively.

Table 2
Background Characteristics of Transfer Students at UCLA by Group Membership (N=250)

Characteristics	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Age at Entry to UCLA			
20 or Younger	3	6	- 3
21 - 24 years old	54	58	- 4
25 - 29 years old	20	22	- 2
30 - 39 years old	16	8	+ 8
40 - 54 years old	7	6	+ 1
Sex			
Percent Female	68	68	ND
Racial/Ethnic Identification			
African American	3	1	+ 2
Asian Pacific Islander	1	6	- 5
Chinese/Chinese America	8	7	+ 1
Filipino/Filipino American	0	2	- 2
Hispanic or Latino	4	9	- 5
Japanese/Japanese American	0	3	- 3
Korean/Korean American	7	3	+ 4
Mexican/Mexican American	3	4	- 1
Native American	1	0	+ 1
White/Caucasian	59	49	+10
Other	14	16	- 2
High School GPA			
2.50 or Below	13	12	+ 1
2.51 - 2.99	8	11	- 3
3.00 - 3.49	30	30	ND
3.50 - 3.75	23	24	- 1
3.76 - 4.00	26	23	+ 3

*Difference is calculated by subtracting SMC percentage from non-SMC percentage. The positive or negative difference favors SMC students.
ND = No Difference.

Table 2 (continued)
Background Characteristics of Transfer Students at UCLA by Group Membership
(N=250)

Characteristics	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Mother's Level of Education			
Elementary School or Less	11	8	+ 3
Some High School	6	10	- 4
High School Graduate	26	25	+ 1
Some College	19	21	- 2
Associate's Degree	7	7	ND
Bachelor's Degree	13	19	- 6
Some Graduate School	4	3	+ 1
Graduate Degree	14	7	+ 7
Father's Level of Education			
Elementary School or Less	8	8	ND
Some High School	7	10	- 3
High School Graduate	12	15	- 3
Some College	19	18	+ 1
Associate's Degree	2	3	- 1
Bachelor's Degree	18	21	- 3
Some Graduate School	7	10	- 3
Graduate Degree	27	15	+12
Income			
$24,999 or Below	44	44	ND
$25,000 - 39,000	15	16	- 1
$40,000 - 59,999	15	15	ND
$60,000 - 74,999	4	8	- 4
$75,000 or More	22	17	+ 5

*Difference is calculated by subtracting SMC percentage from non-SMC percentage. The positive or negative difference favors SMC students.
ND = No Difference.

Table 2 (continued)
Background Characteristics of Transfer Students at UCLA by Group Membership
(N=250)

Characteristics	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Hours Working on Job per Week			
None. Not Employed.	25	30	- 4
1 - 10 hours	14	16	- 2
11 - 15 hours	16	16	ND
16 - 20 hours	18	17	+ 1
21 - 30 hours	20	16	+ 4
30 hours or more	6	5	+ 1
Place of Residence			
Residence Hall	0	4	- 4
On-Campus Apartment	2	3	- 1
Off-Campus Apartment	67	42	+25
With Parents	23	30	- 7
Other	8	21	-13
Distance to UCLA from Home			
0 - 15 minutes	33	23	+ 10
15 - 30 minutes	47	22	+ 25
30 - 1 hour	18	37	- 19
1 - 1.5 hours	1	15	- 14
1.5 - 2 hours	1	3	- 2
Degree Aspirations			
Bachelor's	20	18	+ 2
Master's	30	33	- 3
Doctorate	18	25	- 7
Medical	12	11	+ 1
Law	15	9	+ 6
Other	5	4	+ 1

*Difference is calculated by subtracting SMC percentage from non-SMC percentage. The positive or negative difference favors SMC students.
ND = No Difference.

FINDINGS: COMMUNITY COLLEGE EXPERIENCES

Academic Performance at Community College

One way to measure students' academic performance is by examining their GPA. For both groups, students' reported community college GPA was similar. SMC students had a mean GPA of 3.53, while non-SMC students had a mean of 3.52.

A small percentage of students in the sample were identified as TAP students. These are students who enrolled in an honors program at their community college and completed the appropriate number of honors courses to complete the TAP certification process. As a result of completing the honors curriculum, these students were given priority consideration for admission to UCLA's College of Letters and Science. Of the students in the sample, 13 students (or 15%) from SMC were TAP-certified, compared to 36 students (or 24%) of non-SMC.

Community College Experiences

Table 3 shows the frequency of community college experiences by group membership. Specifically, the table reports the percent indicating "agree somewhat" and "agree strongly" among SMC and non-SMC students. Students were asked to rate their responses on a four-point scale from disagree strongly to agree strongly. The statements are organized in four major themes: academic courses, faculty involvement, study habits, and use of academic counseling.

Academic Courses

In general, SMC students were likely to have more agreement that the courses prepared them to be academically successful. This was a statistically significant difference ($M = 3.24$, $SD = .84$, $t = 1.99$, $p<.05$, versus $M = 3.03$, $SD = .78$) favoring students from SMC. Further, SMC were more likely to agree that the courses they took at SMC demanded intensive assignments, helped develop critical thinking skills, and were intellectually challenging, compared to non-SMC students.

Faculty Involvement

In terms of students' involvement with faculty at the community college, SMC and non-SMC students responded similarly on the two statements. That is, both groups were similar in agreement that they felt comfortable approaching faculty outside of class (85% versus 87%), and that they visited faculty and sought their advice on class projects (58% versus 54%), respectively.

Table 3
Frequency of Community College Experiences by Group Membership
Percent Indicating Agree Somewhat and Agree Strongly
(N=250)

Community College Experiences	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Academic Courses			
Courses prepared me to be academically successful at UCLA.	88	82	+ 6
Courses demanded intensive writing assignments and projects.	66	54	+12
Courses helped me develop critical/analytical thinking.	80	68	+12
Courses were intellectually challenging.	80	69	+11
Faculty Involvement			
Felt comfortable approaching faculty outside class.	85	87	- 2
Visited faculty and sought their advice on class projects.	58	54	+ 4
Study Habits			
Frequently studied in a group setting with students.	34	37	- 3
Sought academic tutoring for classes.	20	16	+ 4
Use of Academic Counseling			
Consulted with academic counselors regarding transfer.	90	84	+ 6
Information received from counselors was helpful in transfer process.	74	57	+20
Information helped me take the right courses to complete IGETC.	78	67	+11

Source: Laanan (1997).

* A positive difference signifies more agreement among SMC students.
* A negative difference signifies less agreement among SMC students.
ND = No Difference.

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FINDINGS: COMMUNITY COLLEGE EXPERIENCES

Study Habits

To better understand students' study habits at the community college, questions were asked about their efforts to study with other students and in using tutorial services. Over a third of students among SMC and non-SMC students responded that they frequently studied in a group setting (34% versus 37%). Slightly more SMC students agreed that they sought academic tutoring for classes at the two-year college (20% versus 16%), respectively.

Use of Academic Counseling

Three questions were included in the questionnaire to probe students' perceptions and attitudes about the academic counseling services at the community college. SMC students had more agreement that they consulted with academic counselors regarding transfer (90% versus 84%). A statistically significant difference was found on the item: information received from counselors was helpful in the transfer process (74% versus 57%). In other words, SMC students ($M = 3.10$, $SD = 1.01$, $t = 3.43$, $p<.001$) were more likely to agree that the information received was helpful, compared to non-SMC ($M = 2.63$, $SD = 1.07$). Finally, SMC students had more agreement that the information helped them take the right courses to complete the transfer articulation agreement or the Intersegmental General Education Transfer Curriculum (IGETC). This finding was also statistically significant for SMC students.

Honors Experiences at Community College

Of the 250 students in the sample, 89 (or 36%) students had taken honors courses at the community college of which they attended. For comparative analysis, 36 (or 40%) were SMC students and 53 (or 60%) were non-SMC students. In terms of the number of honors courses taken at the two-year college, 39% of SMC and 25% of non-SMC students took between 1-3 honors courses. Fifty percent of SMC and non-SMC took between 4-6 honors courses. About 8% of SMC and 21% of non-SMC took 7-9 courses; and 3% of SMC and 6% of non-SMC took 10 or more honors courses.

Table 4 illustrates the frequency of students who took honors courses during their tenure at the two-year college. Only students who indicated that they took honors courses (n=89) were included in the analysis.

FINDINGS: COMMUNITY COLLEGE EXPERIENCES

Academic Courses

SMC students had more agreement on five of the seven statements, compared to non-TAP students. The highest difference was on the item: courses prepared me for the academic standards at UCLA (86% versus 71%), a 15 percent difference. Conversely, non-SMC students had more agreement that the honors courses were more demanding compared to non-honors courses.

Faculty Involvement

Three out of four students agreed that the honors courses provided an opportunity to work closely with faculty. There was a slightly lower agreement among SMC students on the item: student-faculty interaction contributed to the value of honors section (78% versus 85%), a 7% difference. Conversely, more non-SMC students had agreement that they felt comfortable approaching faculty outside of class (94% versus 86%), respectively.

Study Habits

In general, students from SMC who took honors courses indicated less agreement that they studied in a group setting, compared to non-SMC students (42% versus 51%), a 9% difference. However, slightly more SMC student agreed that they sought academic tutoring for classes at the community college (17% versus 13%), respectively.

Use of Academic Counseling

Compared to non-SMC students, students enrolled in honors courses from SMC had higher agreement that the information received from academic counselors was helpful in the transfer process (83% versus 69%), a 14% difference.

Table 4
Honors Courses at Community College by Group Membership
Percent Indicating Agree Somewhat and Agree Strongly
(N=89)

Honors Courses at Community College	Group Membership SMC (n=36)	Non-SMC (n=53)	Percent Diff.*
Academic Courses			
Courses developed my critical/analytical skills.	89	87	+ 2
Courses demanded intensive writing assignments and projects.	81	79	+ 2
Small class size contributed to the intellectual experience.	89	87	+ 2
Courses prepared me for the academic standards at UCLA.	86	71	+15
Course requirements were demanding compared to non-honors.	44	56	-12
Courses were more intellectually challenging than non-honors.	92	87	+ 5
Courses required more extensive reading and writing than non-honors.	86	93	- 7
Faculty Involvement			
Courses provided opportunity to work closely with faculty.	75	74	+ 1
Student-faculty relationship contributed to the value of honors section.	78	85	- 7
Felt comfortable approaching faculty outside of class.	86	94	- 8
Study Habits			
Frequently studied in a group setting with students.	42	51	- 9
Sought academic tutoring for classes.	17	13	+ 4

Source: Laanan (1997).

* A positive difference signifies more agreement among SMC students.
* A negative difference signifies less agreement among SMC students.
ND = No Difference.

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Table 4 (continued)
Honors Courses at Community College by Group Membership
Percent Indicating Agree Somewhat and Agree Strongly
(N=89)

Honors Courses at Community College	Group Membership SMC (n=36)	Group Membership Non-SMC (n=53)	Percent Diff.*
Use of Academic Counseling			
Information received from counselors was helpful in transfer process.	83	69	+14
Received honors credit from Honors Contract courses.	71	83	-12
Most of the honors courses met the prerequisites for the major and the IGETC.	92	98	- 6

Source: Laanan (1997).

* A positive difference signifies more agreement among SMC students.
* A negative difference signifies less agreement among SMC students.
ND = No Difference.

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FINDINGS: UCLA EXPERIENCES

Academic Performance at UCLA

As measured by GPA, SMC students had a higher mean (M = 3.32, SD = .41, t = 1.94, $p<.05$) compared to non-SMC students (M = 3.21, SD = .44, t = 1.94). The *t*-test of independent samples yielded a statistically significant difference between the two groups. In other words, SMC students were more likely to have a higher GPA at UCLA, compared to their counterparts.

Member of UCLA Honors Program

The findings show that 7% of SMC and 8% of non-SMC students were members of UCLA's College of Letters and Science Honors Program. Moreover, about 15% of SMC and non-SMC students indicated that they took between 1-8 honors courses at UCLA.

UCLA Major

Table 5 displays students' declared academic major by group membership. For the purposes of descriptive analysis, the majors were collapsed into five academic disciplines. About half of SMC students (53%) and non-SMC students (49%) indicated that their majors were in the Social Sciences. Slightly more non-SMC students majored in Humanities (28% versus 24%), compared to SMC students.

Table 5
Percent of Students' Declared Major at UCLA by Group Membership
(N=250)

	Group Membership		
Academic Discipline	**SMC (n=91)**	**Non-SMC (n=159)**	**Percent Diff.***
Humanities	24	28	- 4
Life Sciences	11	13	- 2
Social Sciences	53	49	+ 4
Physical Sciences	11	10	+ 1
Other	1	0	+ 1

* The positive or negative difference favors SMC students.

FINDINGS: UCLA EXPERIENCES

Attended UCLA Transfer Summer Orientation

Every summer, UCLA sponsors a summer orientation for new incoming transfer students. The purpose of orientation is to provide students an introduction to UCLA and with information about various resources on campus. During orientation, students learn about the registration process, academic expectations and rigor, support services, and strategies for success. For this sample, 54% of SMC and 70% of non-SMC students attended Transfer Summer Orientation during summer 1993.

AAP Transfer Summer Program (TSP)

The Academic Advancement Program (AAP) at UCLA sponsors TSP. It is a six-week academic program designed to introduce new transfers to the rigorous demands of UCLA coursework, as well as to prepare them for the competitive pressures of fall quarter and the academic year. About 8% of SMC and 7% of non-SMC students participated in TSP 1993 prior to beginning fall quarter.

UCLA Experiences

Table 6 illustrates the crosstabulation results of students' UCLA experiences. Students were asked to respond to various statements on a four-point scale from strongly disagree to strongly agree. For purposes of discussion, Table 6 specifically reports the percent of students responding "Often" and "Very Often" on the items. Further, the table reports the comparative analysis of SMC and non-SMC students on their level of involvement with professors, clubs and organizations, and student services at UCLA.

Experiences with Professors

About one out of every three students in the sample indicated that they talked informally with a professor outside of class (39% among SMC and 37% among non-SMC). Almost half of SMC and non-SMC students indicated that they asked their professor for information related to a course they had taken (48% versus 45%), respectively. In general, SMC students had slightly higher frequency on three items: informally talking with a professor outside of class, asking information from professor, and asking for comments and criticisms about their work.

Table 6
Frequency of UCLA Experiences by Group Membership
Percent Indicating Often and Very Often
(N=250)

UCLA Experiences	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Experiences with Professors			
Talked informally with a professor outside of class.	39	37	+ 2
Asked your professor for information related to course.	48	45	+ 3
Discussed ideas for a term paper or other class project.	41	44	- 3
Asked your professor for comments and criticisms about your work.	40	35	+ 5
Worked with a professor on his/her research.	9	12	- 3
Clubs and Organizations			
Attended a program, meeting, or event put on by a student group.	20	31	- 11
Attended a meeting of a club, organization, or student government.	17	22	- 5
Worked for a student organization(s) or on a special project(s).	25	17	- 2
Joined a club, organization, or student government.	17	26	- 9
Held an office in a club, organization, or student government.	10	14	- 4
Participated in a Transfer Student Association (TSA) program.	0	1	- 1
Learned about organizations that sponsor activities for transfers.	3	2	+ 1

Source: Laanan (1997).

* A positive difference signifies more often among SMC students.
* A negative difference signifies less often among SMC students.
ND = No Difference.

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Table 6 (continued)
Frequency of UCLA Experiences by Group Membership
Percent Indicating Often and Very Often
(N=250)

UCLA Experiences	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Students Services at UCLA			
Attended Academic Workshops in the Commons at Griffin Commons.	1	5	- 4
Utilized Student Psychological Services.	6	3	+ 3
Utilized services offered by Placement and Career Planning Center.	20	25	- 5
Consulted with departmental or L&S counselors regarding courses and major.	35	37	- 2
Utilized tutorial services.	4	14	-10
Purchased lecture notes to use as additional study guides for class.	31	33	- 2
Visited and obtained information from the Women's Resource Center.	2	7	- 5

Source: Laanan (1997).

* A positive difference signifies more often among SMC students.
* A negative difference signifies less often among SMC students.
ND = No Difference.

FINDINGS: UCLA EXPERIENCES

Clubs and Organizations

In terms of students' involvement with clubs and organizations at UCLA, SMC students indicated less involvement in attending a program, meeting, or event put on by a student group (20% versus 31%), respectively. Further, SMC students had slightly lower involvement in joining a club or student organization, compared to non-SMC students.

Students Services at UCLA

Students were asked to indicate their involvement with various student services at UCLA. According to Table 6, SMC students were less likely to: attend academic workshops, utilize services offered by Placement and Career Planning Center, and visit the Women's Resource Center, compared to non-SMC students. There were two statistically significant differences that emerged. First, non-SMC students ($M = 1.36$, $SD = .62$, $t = -2.51$, $p<.01$) were more likely to attend academic workshops in the Commons, compared to SMC students ($M = 1.18$, $SD = .41$). Second, SMC students ($M = 1.31$, $SD = .66$, $t = -2.08$, $p<.05$) were less likely to utilize tutorial services, compared to non-SMC students ($M = 1.53$, $SD = .91$)

Table 7 depicts the frequency of students' attitudes and perceptions of their UCLA experiences by group membership. Students were asked to respond to each statement by indicating their answers using a four-point scale (from strongly disagree to strongly agree). Table 7 addresses the comparative analysis of SMC and non-SMC on their attitudes about their adjustment process, social involvement, perceptions of adjustment, and overall satisfaction at UCLA.

Adjustment Process

Table 7 shows the results of the percent of students indicating "Agree Somewhat" and Agree Strongly" for each item. In general, SMC students had lower agreement on all five items that measure the overall adjustment process of students. Students from SMC were less likely to agree that adjusting to the academic standards or expectations has been difficult (52% versus 66%), a 14% difference. Further, SMC students were less likely to experience "Transfer Shock" when they started UCLA (48% versus 54%). Conversely, non-SMC students had more agreement on the statement that it was difficult adjusting to the 10-week quarter system (70% versus 62%), respectively.

Table 7
Frequency of Students' Attitudes and Perceptions of UCLA Experiences by Group Membership
Percent Indicating Agree Somewhat and Agree Strongly
(N=250)

Students' Attitudes and Perceptions	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Adjustment Process			
Adjusting to the academic standards or expectations has been difficult.	52	66	-14
My level of stress increased with I started	73	75	- 2
Where I lived made a difference to my adjustment at UCLA.	54	70	-16
I experienced "Transfer Shock" when I started UCLA.	48	54	- 6
It was difficult adjusting to the 10-week quarter system.	62	70	- 8
It is difficult to find my way around the campus.	15	20	- 5
Social Involvement			
It is easy to make friends at UCLA.	48	46	+ 2
Spent time with friends that I made at the community college attended.	51	45	+ 6
Made friends with students who transferred from community colleges.	59	59	ND

Source: Laanan (1997).

* A positive difference signifies more agreement among SMC students.
* A negative difference signifies less agreement among SMC students.
ND = No Difference.

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Table 7 (continued)
Frequency of Students' Attitudes and Perceptions of UCLA Experiences by Group Membership
Percent Indicating Agree Somewhat and Agree Strongly
(N=250)

Students' Attitudes and Perceptions	Group Membership SMC (n=91)	Non-SMC (n=159)	Percent Diff.*
Perceptions of Adjustment			
I often feel overwhelmed by the size of the student body.	36	45	- 9
The large classes intimidate me.	31	31	ND
Most students are treated like "numbers in a book."	52	63	-11
Many students feel like they do not "fit in" on this campus.	42	45	- 3
Professors are strongly interested in the academic development of Undergraduates.	60	55	+ 5
Overall Satisfaction			
I feel that I belong at UCLA.	80	80	ND
Student services are responsive to students' needs.	73	71	+ 2
I feel the courses I have taken have been interesting and worthwhile.	89	93	- 4
I am satisfied with my decision to transfer to UCLA.	89	96	- 7
UCLA is an intellectually stimulating and often exciting place to be.	92	93	- 1
I would recommend to other transfer students to come to UCLA.	86	90	- 4
If I could change things, I wish I could have entered as a freshman.	44	57	-13

Source: Laanan (1997).

* A positive difference signifies more agreement among SMC students.
* A negative difference signifies less agreement among SMC students.
ND = No Difference.

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Social Involvement

About half of the students in both groups indicated that it was easy to make friends at UCLA. SMC students were more likely to agree that they spent time with friends that they made at the community college at UCLA (51% versus 45%), respectively.

Perceptions of Adjustment

To better understand the complex phenomena of transfer students' adjustment at UCLA, several questions were included in the questionnaire. These questions probed students' perceptions about their existence on the campus as it relates to class size and treatment by faculty or administrators. According to Table 7, SMC students had lower agreement on three of the five statements: felt overwhelmed by the size of the study body (36% versus 45%), most students are treated like numbers in a book (52% versus 63%), and many students feel like they do not "fit in" on this campus (42% versus 45%). SMC students had higher agreement on the item professors are strongly interested in the academic development of undergraduates, compared to non-SMC (60% versus 55%).

Overall Satisfaction

In general, both SMC and non-SMC students were similar on their level of satisfaction with UCLA. About three out of every four students in the sample agreed that student services at UCLA are responsive to students' needs. A question was asked about the chance to have entered UCLA as a freshman. SMC students were less likely to agree that if they could change things they wished they could have entered as a freshman (44% versus 57%), respectively. There was a statistically significant difference between SMC and non-SMC students on this item. In other words, SMC students ($M = 2.40$, $SD = 1.22$, $t = -2.15$, $p<.05$) would not have wanted to enter UCLA as traditional students (native freshman), compared to non-SMC students ($M = 2.75$, $SD = 1.21$).

FINDINGS: WITHIN GROUP ANALYSIS

To get a better understanding of SMC students in the sample, two additional analyses were conducted. That is, a within group analysis of SMC students by sex and age was conducted to determine if there were any significant differences. The findings are limited to the community college and UCLA experiences.

Santa Monica College Students: Analysis by Sex

Of the 91 students from SMC who responded to the questionnaire, 29 (or 32%) were men and 62 (or 68%) were women.

Academic Achievement of SMC Students

The descriptive statistics reveal that female students from SMC had a higher community college transfer GPA. That is, female students had an average of 3.55, while male students had an average of 3.49, respectively. This difference was not statistically significant.

In terms of students' GPA at UCLA, female students had a slightly higher mean. Their reported GPA was 3.35 and 3.24 for male students. This difference was also not statistically significant.

Community College Experiences

Academic Courses

Table 8 shows the percent of male and female students from SMC who responded agree somewhat and agree strongly on the four items that comprise this scale. Male students had slightly more agreement that the courses demanded intensive writing assignments and projects (69% versus 65%), and that the courses helped develop critical/analytical thinking (83% versus 79%), respectively.

Faculty Involvement

Eighty six percent of male students and 84% of female students agreed that they felt comfortable approaching faculty outside of class. Female students had slightly more agreement that they visited faculty and sought their advice on class projects (60% versus 55%), respectively.

Table 8
Santa Monica College Students: Frequency of Community College Experiences by Sex
Percent Indicating Agree Somewhat and Agree Strongly
(N=91)

Community College Experiences	Sex		Percent Diff.*
	Male (n=29)	Female (n=62)	
Academic Courses			
Courses prepared me to be academically successful at UCLA.	86	89	- 3
Courses demanded intensive writing assignments and projects.	69	65	+ 4
Courses helped me develop critical/analytical thinking.	83	79	+ 4
Courses were intellectually challenging.	79	81	- 2
Faculty Involvement			
Felt comfortable approaching faculty outside class.	86	84	+ 2
Visited faculty and sought their advice on class projects.	55	60	- 5
Study Habits			
Frequently studied in a group setting with students.	38	32	+ 6
Sought academic tutoring for classes.	14	23	- 9
Use of Academic Counseling			
Consulted with academic counselors regarding transfer.	93	89	+ 4
Information received from counselors was helpful in transfer process.	76	74	+ 2
Information helped me take the right courses to complete IGETC.	72	80	- 8

Source: Laanan (1997).

* A positive difference signifies more agreement among Male students.
* A negative difference signifies less agreement among Male students.
ND = No Difference.

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Study Habits

In examining the differences between male and female students on study habits, about one out of every three students among male and female students indicated that they studied in a group setting with other students. In terms of using tutorial services, female students had more agreement that they sought academic tutoring for classes, compared to male students (23% versus 14%), respectively.

Use of Academic Counseling

Among male and female students at SMC, there was high agreement on the three items that measured students' involvement with academic counseling and effectiveness of the services offered by counseling staff. Despite the sex of the student, students in the SMC sample were more likely to have consulted with academic counselors regarding transfer and to agree that the information received from counselors was helpful in the transfer process.

UCLA Academic Major

Table 9 illustrates the declared majors for SMC students by sex. Based on the SMC sample, male students compared to female students from SMC were less likely to have majors in Humanities (15% versus 27%) and Social Sciences (48% versus 55%), respectively. However, a higher percentage of male students had majors in the Physical Sciences (26% versus 5%), 21% difference compared to female students.

Table 9
Percent of SMC Students' Declared Major at UCLA by Sex
(N=91)

	Sex		
Academic Discipline	**Male (n=29)**	**Female (n=62)**	**Percent Diff.***
Humanities	15	27	- 12
Life Sciences	11	11	ND
Social Sciences	48	55	- 7
Physical Sciences	26	5	+ 21
Other	0	2	- 2

* The positive or negative difference favors male students.
ND = No Difference

UCLA Experiences

Experiences with Professors

Table 10 depicts the results of SMC students' experiences at UCLA by sex. For students' experiences with professors at UCLA, overall male students had lower involvement or interaction with professors compared to female students. In other words, female students were more likely to have spent time talking with professors outside of class (44% versus 28%), and to have asked a professor for information related to a course (53% versus 38%), respectively. Further, about half of female students compared to one-fourth of male students indicated that they asked a professor for comments and criticisms about their work.

Clubs and Organizations

In general, male students had lower involvement levels in their participation in attending programs, meetings, or events sponsored by student groups, student government or a club.

Students Services at UCLA

In terms of students' involvement with services offered at UCLA, male students had higher responses on two items: attended Academic Workshops in the Commons at Griffin Commons, and consulted with departmental or Letters and Science counselors regarding courses and major (41% versus 32%), respectively. Conversely, female students had higher involvement in utilizing services offered by Placement and Career Planning Center (25% versus 10%), respectively. Both male and female students responded similarly on the item: purchased lecture notes to use as additional study guides for class.

Table 10
Santa Monica College Students: Frequency of UCLA Experiences by Sex
Percent Indicating Often and Very Often
(N=91)

UCLA Experiences	Sex		Percent Diff.*
	Male (n=29)	Female (n=62)	
Experiences with Professors			
Talked informally with a professor outside of class.	28	44	- 16
Asked your professor for information related to course.	38	53	- 15
Discussed ideas for a term paper or other class project.	31	45	- 14
Asked your professor for comments and criticisms about your work.	21	48	- 27
Worked with a professor on his/her research.	7	10	- 3
Clubs and Organizations			
Attended a program, meeting, or event put on by a student group.	10	24	- 14
Attended a meeting of a club, organization, or student government.	10	19	- 9
Worked for a student organization(s) or on a special project(s).	14	16	- 2
Joined a club, organization, or student government.	14	18	- 4
Held an office in a club, organization, or student government.	10	10	ND
Participated in a Transfer Student Association (TSA) program.	0	0	ND
Learned about organizations that sponsor activities for transfers.	7	2	+ 5

Source: Laanan (1997).

* A positive difference signifies more often among Male students.
* A negative difference signifies less often among Male students.
ND = No Difference.

Table 10 (continued)
Santa Monica College Students: Frequency of UCLA Experiences by Sex
Percent Indicating Often and Very Often
(N=91)

UCLA Experiences	Sex		Percent Diff.*
	Male (n=29)	Female (n=62)	
Students Services at UCLA			
Attended Academic Workshops in the Commons at Griffin Commons.	3	0	+ 3
Utilized Student Psychological Services.	3	7	- 4
Utilized services offered by Placement and Career Planning Center.	10	25	- 15
Consulted with departmental or L&S counselors regarding courses and major.	41	32	+ 9
Utilized tutorial services.	3	5	- 2
Purchased lecture notes to use as additional study guides for class.	28	32	- 4
Visited and obtained information from the Women's Resource Center.	0	3	- 3

Source: Laanan (1997).

* A positive difference signifies more often among Male students.
* A negative difference signifies less often among Male students.
ND = No Difference.

FINDINGS: WITHIN GROUP ANALYSIS

Adjustment Process

Table 11 shows the results for SMC students by sex on items that relate to their adjustment process, social involvement, and satisfaction at UCLA. Of the six items that make up the adjustment process scale, male students had higher agreement on four items. That is, male students from SMC were more likely to agree that adjusting to the academic standards or expectations has been difficult (62% versus 47%), my level of stress increased when I started UCLA (83% versus 68%), and I experienced "Transfer Shock" when I started (55% versus 44%). Despite a student's sex, over half of the students agreed that it was difficult adjusting to the 10-week quarter system.

Social Involvement

About half of the students in the SMC sample indicated that it is easy to make friends at UCLA and that they spent time with friends that they made at the community college of which they attended. Further, they were more likely to have made friends with other transfer students.

Perceptions of Adjustment

In terms of measuring the perceptions of students regarding their adjustment, male students from SMC had higher agreement on four of the five items. That is, male students had more agreement that students are treated like "numbers in a book" (66% versus 46%), many students feel like they do not "fit in" on this campus (55% versus 36%), the large classes intimidate me (38% versus 27%), and felt overwhelmed by the size of the study body (41% versus 33%), respectively.

Overall Satisfaction

About three out of every four students from SMC indicated that they felt that they belong at UCLA and that student services are responsive to students' needs. Female students had more agreement on six of the seven items. Generally, they were satisfied with the courses (94% versus 79%) and decision to transfer to UCLA (93% versus 79%), respectively. 100% of female students indicated that UCLA is an intellectually stimulating and exciting place to be, compared to 76% of male students. On the item about entering as a freshman, half of the female students agreed that they would have entered UCLA as a freshman in retrospect, compared to male students (31%).

Table 11
Santa Monica College Students: Frequency of Attitudes and Perceptions of UCLA Experiences by Sex
Percent Indicating Agree Somewhat and Agree Strongly
(N=91)

Students' Attitudes and Perceptions	Sex		Percent Diff.*
	Male (n=29)	Female (n=62)	
Adjustment Process			
Adjusting to the academic standards or expectations has been difficult.	62	47	+ 15
My level of stress increased with I started	83	68	+ 15
Where I lived made a difference to my adjustment at UCLA.	64	50	+ 14
I experienced "Transfer Shock" when I started UCLA.	55	44	+ 11
It was difficult adjusting to the 10-week quarter system.	55	65	- 10
It is difficult to find my way around the campus.	10	18	- 8
Social Involvement			
It is easy to make friends at UCLA.	48	48	ND
Spent time with friends that I made at the community college attended.	55	48	+ 7
Made friends with students who transferred from community colleges.	52	63	- 11

Source: Laanan (1997).

* A positive difference signifies more agreement among Male students.
* A negative difference signifies less agreement among Male students.
ND = No Difference.

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Table 11 (continued)
Santa Monica College Students: Frequency of Attitudes and Perceptions of UCLA Experiences by Sex
Percent Indicating Agree Somewhat and Agree Strongly
(N=91)

Students' Attitudes and Perceptions	Sex		Percent Diff.*
	Male (n=29)	Female (n=62)	
Perceptions of Adjustment			
I often feel overwhelmed by the size of the student body.	41	33	+ 8
The large classes intimidate me.	38	27	+ 11
Most students are treated like "numbers in a book."	66	46	+ 20
Many students feel like they do not "fit in" on this campus.	55	36	+ 19
Professors are strongly interested in the academic development of Undergraduates.	41	69	- 28
Overall Satisfaction			
I feel that I belong at UCLA.	72	83	- 11
Student services are responsive to students' needs.	76	72	+ 4
I feel the courses I have taken have been interesting and worthwhile.	79	94	- 15
I am satisfied with my decision to transfer to UCLA.	79	93	- 14
UCLA is an intellectually stimulating and often exciting place to be.	76	100	- 24
I would recommend to other transfer students to come to UCLA.	69	93	- 24
If I could change things, I wish I could have entered as a freshman.	31	50	- 19

Source: Laanan (1997).

* A positive difference signifies more agreement among Male students.
* A negative difference signifies less agreement among Male students.
ND = No Difference.

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Santa Monica College Students: Analysis by Age Group

Of the 91 students from SMC who responded to the questionnaire, 52 (or 57%) were in the traditional age category and 39 (or 43%) were in the non-traditional age category. Students in the traditional age category were 24 years old or below; whereas students in the non-traditional age were between the ages of 25-54.

Academic Achievement of SMC Students

In comparing the GPAs of SMC students by age group, non-traditional students had a slightly higher self-reported community college GPA (3.60 versus 3.48), compared to traditional age students. This finding was not statistically significant.

At UCLA, non-traditional students had a higher reported average GPA ($M = 3.42$, $SD = .73$, $t = -2.07$, $p<.05$), compared to traditional age students ($M = 3.24$, $SD = .42$). This finding was statistically significant.

Community College Experiences

Academic Courses

Table 12 shows the frequency of SMC students' community college experiences by age group. Traditional students had more agreement on the four items that measure experiences with academic courses at the community college. Compared to non-traditional (or older) students, traditional (or younger) students were more likely to agree that: courses prepared them to be academically successful at UCLA (90% versus 85%), courses demanded intensive writing assignments and projects (67% versus 64%), courses helped develop critical/analytical thinking (83% versus 77%), and courses were intellectually stimulating (83% versus 77%), respectively.

Faculty Involvement

In general, traditional age students were less likely to agree that they felt comfortable approaching faculty outside of class (81% versus 90%), and to have visited and sought the advice of faculty on class projects (56% versus 62%), compared to non-traditional students.

Table 12
Santa Monica College Students: Frequency of Community College Experiences by Age Group
Percent Indicating Agree Somewhat and Agree Strongly
(N=91)

Community College Experiences	Age Group: Traditional (n=52)	Age Group: Non-Trad. (n=39)	Percent Diff.*
Academic Courses			
Courses prepared me to be academically successful at UCLA.	90	85	+ 5
Courses demanded intensive writing assignments and projects.	67	64	+ 3
Courses helped me develop critical/analytical thinking.	83	77	+ 6
Courses were intellectually challenging.	83	77	+ 6
Faculty Involvement			
Felt comfortable approaching faculty outside class.	81	90	- 9
Visited faculty and sought their advice on class projects.	56	62	- 6
Study Habits			
Frequently studied in a group setting with students.	27	44	- 17
Sought academic tutoring for classes.	14	28	- 14
Use of Academic Counseling			
Consulted with academic counselors regarding transfer.	87	95	- 8
Information received from counselors was helpful in transfer process.	73	76	- 3
Information helped me take the right courses to complete IGETC.	73	84	- 11

Source: Laanan (1997).

* A positive difference signifies more agreement among Traditional Age students.
* A negative difference signifies less agreement among Traditional Age students.
ND = No Difference.

Study Habits

Almost half of all non-traditional age (or older) students agreed that they frequently studied in a group setting with other students (44% versus 27%). Additionally, older students had more agreement that they sought academic tutoring for classes (28% versus 14%), compared to traditional age student.

Use of Academic Counseling

Traditional and non-traditional age students were similar on this scale. However, non-traditional students had slightly more agreement that they consulted with academic counselors, perceived that the information received was helpful in the transfer process, and perceived that the information helped them take the right courses to complete the transfer articulation agreement.

UCLA Academic Major

Table 13 shows SMC students' declared major by age group. In general, traditional age students from SMC were more likely to have majors in Life Sciences (16% versus 5%) and Physical Sciences (16% versus 5%), compared to non-traditional age students. Conversely, non-traditional age (or older) students had higher responses in majoring in Humanities (26% versus 22%) and Social Sciences (61% versus 47%), compared to traditional age students.

Table 13
Percent of SMC Students' Declared Major at UCLA by Age Group
(N=91)

	Age Group		
Academic Discipline	**Traditional (n=52)**	**Non-Trad. (n=39)**	**Percent Diff.***
Humanities	22	26	- 4
Life Sciences	16	5	+ 11
Social Sciences	47	61	- 14
Physical Sciences	16	5	+ 11
Other	0	3	- 3

* The positive or negative difference favors Traditional Age students.
ND = No Difference

UCLA Experiences

Experiences with Professors

Table 14 reports the findings of students' UCLA experiences. In examining the differences between traditional and non-traditional age students, traditional students had lower levels of interaction with faculty overall. That is, they were less likely to talk with a professor outside of class (29% versus 50%) and to discuss ideas for a term paper or other class project (31% versus 54%), respectively.

Clubs and Organizations

Not surprisingly, traditional age students had higher levels of involvement with various activities sponsored by student groups, student government, or a campus organization. The highest difference was on the item: joined a club, organization, or student government. About 25% of traditional age and 5 percent of non-traditional age indicated often or very often.

Students Services at UCLA

In general, traditional age students indicted more often that they utilized various campus services offered at UCLA. In other words, they were more likely to have used Student Psychological Services (10% versus 0%), utilized services offered by Placement and Career Planning Center, and purchased lecture notes to use as additional study guides for class (40% versus 18%), respectively.

Adjustment Process

Table 15 reports the frequency of attitudes and perceptions of UCLA experiences by age group for SMC students. Of the six items that make up this scale, traditional age students had lower agreement on four items. In other words, younger students were less likely to experience "Transfer Shock" (39% versus 59%). Although about half of younger students indicated that it was difficult adjusting to the 10-week quarter system, over 75% of older student felt the same way.

Table 14
Santa Monica College Students: Frequency of UCLA Experiences by Age Group
Percent Indicating Often and Very Often
(N=91)

UCLA Experiences	Age Group: Traditional (n=52)	Age Group: Non-Trad. (n=39)	Percent Diff.*
Experiences with Professors			
Talked informally with a professor outside of class.	29	51	- 22
Asked your professor for information related to course.	46	51	- 5
Discussed ideas for a term paper or other class project.	31	54	- 23
Asked your professor for comments and criticisms about your work.	33	49	- 16
Worked with a professor on his/her research.	12	5	+ 7
Clubs and Organizations			
Attended a program, meeting, or event put on by a student group.	25	13	+ 12
Attended a meeting of a club, organization, or student government.	21	10	+ 11
Worked for a student organization(s) or on a special project(s).	19	10	+ 9
Joined a club, organization, or student government.	25	5	+ 20
Held an office in a club, organization, or student government.	15	3	+ 12
Participated in a Transfer Student Association (TSA) program.	0	0	ND
Learned about organizations that sponsor activities for transfers.	4	3	+ 1

Source: Laanan (1997).

* A positive difference signifies more often among Traditional Age students.
* A negative difference signifies less often among Traditional Age students.
ND = No Difference.

Table 14 (continued)
Santa Monica College Students: Frequency of UCLA Experiences by Age Group
Percent Indicating Often and Very Often
(N=91)

UCLA Experiences	Age Group: Traditional (n=52)	Age Group: Non-Trad. (n=39)	Percent Diff.*
Students Services at UCLA			
Attended Academic Workshops in the Commons at Griffin Commons.	2	0	+ 2
Utilized Student Psychological Services.	10	0	+ 10
Utilized services offered by Placement and Career Planning Center.	27	11	+ 16
Consulted with departmental or L&S counselors regarding courses and major.	35	36	- 1
Utilized tutorial services.	4	5	- 1
Purchased lecture notes to use as additional study guides for class.	40	18	+ 22
Visited and obtained information from the Women's Resource Center.	4	0	+ 4

Source: Laanan (1997).

* A positive difference signifies more often among Traditional Age students.
* A negative difference signifies less often among Traditional Age students.
ND = No Difference.

Social Involvement

In terms of students' social involvement at UCLA, traditional age students had more agreement that they spent time with friends that they made at the community college of which they attended (58% versus 41%), respectively. Further, about half of traditional and non-traditional students agreed that it is easy to make friends at UCLA.

Perceptions of Adjustment

In terms of students' perceptions of their adjustment at UCLA, traditional age students indicated that they felt overwhelmed by the size of the study body (39% versus 31%) and that the large classes intimidated them (37% versus 23%). A substantial higher number of traditional age students agreed that students are treated like "numbers in a book" (69% versus 31%), respectively. Conversely, non-traditional age students had more agreement that professors are strongly interested in the academic development of undergraduates (74% versus 50%), respectively.

Overall Satisfaction

Table 15 shows that both traditional and non-traditional age students responded similarly on their overall satisfaction at UCLA.

Table 15
Santa Monica College Students: Frequency of Attitudes and Perceptions of UCLA Experiences by Age Group
Percent Indicating Agree Somewhat and Agree Strongly
(N=91)

Students' Attitudes and Perceptions	Age Group: Traditional (n=52)	Age Group: Non-Trad. (n=39)	Percent Diff.*
Adjustment Process			
Adjusting to the academic standards or expectations has been difficult.	50	54	- 4
My level of stress increased with I started	71	74	- 3
Where I lived made a difference to my adjustment at UCLA.	60	47	+ 13
I experienced "Transfer Shock" when I started UCLA.	39	59	- 20
It was difficult adjusting to the 10-week quarter system.	50	77	- 27
It is difficult to find my way around the campus.	17	13	+ 4
Social Involvement			
It is easy to make friends at UCLA.	48	49	- 1
Spent time with friends that I made at the community college attended.	58	41	+ 17
Made friends with students who transferred from community colleges.	56	64	- 8

Source: Laanan (1997).

* A positive difference signifies more agreement among Traditional Age students.
* A negative difference signifies less agreement among Traditional Age students.
ND = No Difference.

Table 15 (continued)
Santa Monica College Students: Frequency of Attitudes and Perceptions of UCLA Experiences by Age Group
Percent Indicating Agree Somewhat and Agree Strongly
(N=91)

Students' Attitudes and Perceptions	Age Group: Traditional (n=52)	Age Group: Non-Trad. (n=39)	Percent Diff.*
Perceptions of Adjustment			
I often feel overwhelmed by the size of the student body.	39	31	+ 8
The large classes intimidate me.	37	23	+ 14
Most students are treated like "numbers in a book."	69	31	+ 38
Many students feel like they do not "fit in" on this campus.	43	41	+ 2
Professors are strongly interested in the academic development of Undergraduates.	50	74	- 24
Overall Satisfaction			
I feel that I belong at UCLA.	80	80	ND
Student services are responsive to students' needs.	73	73	ND
I feel the courses I have taken have been interesting and worthwhile.	85	95	- 10
I am satisfied with my decision to transfer to UCLA.	86	92	- 6
UCLA is an intellectually stimulating and often exciting place to be.	90	95	- 5
I would recommend to other transfer students to come to UCLA.	82	90	- 8
If I could change things, I wish I could have entered as a freshman.	41	47	- 6

Source: Laanan (1997).

* A positive difference signifies more agreement among Traditional Age students.
* A negative difference signifies less agreement among Traditional Age students.
ND = No Difference.

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FACTOR ANALYSIS

Factor analysis is a statistical method that creates unifying constructs and characterizes the responses to variables that are related. This statistical technique identifies factors that can be used to represent relationships among sets of interrelated variables. The value of factor analysis is the ability to identify dimensions or factors that may assist in understanding a complex phenomenon, such as the transfer adjustment process. For example, answers to "strongly agree" items such as experienced transfer shock, my level of stress increased when I started UCLA, adjusting to the academic standards or expectations has been difficult, and it was difficult adjusting to the 10-week quarter system can be conceptualized as unifying constructs or labels that characterize responses related to this particular factor. Thus, the transfer adjustment process is not an item that is measured on a single question, but rather a construct, which is derived from measurement of other, directly observable variables.

A total of seven factors were created. The factors are organized by environments: community college environment and UCLA environment. The factors represent the attitudes and behaviors that characterize transfer students on a number of dimensions.

Community College Environment

Factor 1:	Academic Preparation
Factor 2:	Academic Counseling
Factor 3:	Academic Involvement

UCLA Environment

Factor 4:	Social Involvement
Factor 5:	Academic Involvement
Factor 6:	Adjustment Process
Factor 7:	Overall Satisfaction

DESCRIPTION OF FACTORS

Factor 1: Academic Preparation at Community College

The *Academic Preparation* factor is characterized by four types of perceptions students held about their community college academic experience: courses helped develop critical/analytical thinking, courses were intellectually challenging, courses demanded intensive writing assignments, and courses prepared me to be academically successful at UCLA. The variables that comprise the academic preparation factor all pertain to students' perception and attitude about his/her prior academic experience and the extent to which the courses facilitated a positive academic adjustment at UCLA.

Factor 2: Academic Counseling at Community College

The *Academic Counseling* factor characterizes students' experiences at the community college and the extent to which the services received from academic counselors were helpful in the transfer process. This factor is made up of three statements: information from counselors helped me take the right courses to complete the transfer articulation agreement, information was helpful in the transfer process, and consulted with academic counselors regarding transfer.

Factor 3: Academic Involvement at Community College

The *Academic Involvement* factor characterizes the extent to which a student engaged in faculty involvement and study groups. The factor is comprised of three statements: visited faculty and sought their advice on class projects, felt comfortable approaching faculty outside of class, and frequently studied in a group setting with students. This factor represents the extent to which students made efforts to meet with faculty to discuss class material and other related issues.

Factor 4: Social Involvement at UCLA

The *Social Involvement* factor characterizes the extent to which a student was involved on a social level while at UCLA. Specifically, five variables make up this factor: joined a club, organization, or student government; attended a meeting of a club or organization; worked for a student organization; attended a program or meeting sponsored by a student group; and held an office in a club or organization.

Factor 5: Academic Involvement at UCLA

The *Academic Involvement* factor characterizes the experience and level of involvement with professors at UCLA. The variables that comprise the academic involvement factor include: asked professors for comments and criticisms about your work and information related to courses, discussed ideas for a term paper or other class projects, and talked informally with a professor outside of class.

Factor 6: Adjustment Process at UCLA

The *Adjustment Process* factor characterizes the experiences of students having to adjust to a new academic environment and culture. This factor is made up of nine variables: experienced "transfer shock" when I started UCLA, my level of stress increased, adjusting to the academic demands has been difficult, it was difficult adjusting to the 10-week quarter system, felt overwhelmed by the size of the student body, large classes intimidate me, students are treated like numbers in a book, it is difficult to find my way around campus, and where I lived made a difference to my adjustment.

Factor 7: Overall Satisfaction of UCLA

The *Overall Satisfaction* factor describes the extent to which transfer students are happy about their decision to transfer to UCLA and their satisfaction about the intellectual benefits that UCLA provides. The five variables that characterizes this factor include: would recommend to other transfer students to come to UCLA, UCLA is an intellectually stimulating and exciting place to be, satisfied with my decision to transfer to UCLA, the courses have been interesting and worthwhile, and feel that I belong at UCLA.

FACTOR ANALYSIS

Mean Scores on Factors by Group Membership

As a result of running factor analysis, a composite for each factor was calculated. Each composite is comprised of the respective number of variables that make up the factor. See Appendix D for a complete description of the factors, variables that comprise the factor, its respective loading, and the alpha coefficients for each factor. Descriptive statistics were used to obtain the mean and ranges for each factor. As a result, a mean response for SMC and non-SMC students yielded a value for comparative analysis. In addition a *t*-test of independent samples was performed to determine the extent to which there were statistically significant differences between the mean responses for SMC and non-SMC students. Additional analyses were conducted to examine a within group of only SMC students. Specifically, analysis by sex and age group for SMC students was conducted (See Tables 17 and 18).

Table 16
Mean Scores on Factors by Group Membership
(N=250)

		Group Membership		
Description of Factors	**Range**	**SMC (n=91)**	**Non-SMC (n=159)**	**Percent Diff.***
Community College Experiences				
Academic Preparation	4-16	11.99	11.24	+0.75**
Academic Counseling	4-12	9.82	8.89	+0.93***
Academic Involvement	4-16	9.56	9.66	- 0.10
UCLA Experiences				
Social Involvement	4-20	8.05	8.80	- 0.75
Academic Involvement	4-16	9.66	9.59	+0.07
Adjustment Process	4-36	21.20	22.75	- 1.55**
Overall Satisfaction	4-20	17.35	17.18	+0.17

* A positive difference signifies higher mean response by SMC students.
* A negative difference signifies higher mean response by SMC students.

**p<.05, ***p<.01, ****p<.001

FACTOR ANALYSIS

Table 16 illustrates the mean scores for all students in the sample on the seven factors by group membership (i.e., SMC versus non-SMC). Overall, SMC students had higher mean responses on two community college factors: Academic Preparation and Academic Counseling. The differences were statistically significant. In other words, SMC students were more likely to agree that the courses they took prepared them for UCLA and that the information received from academic counselors was helpful in providing strategic information about courses to take to complete the transfer articulation agreement.

For UCLA experiences, a statistically significant difference was found on the Adjustment Process factor. That is, SMC students were less likely to have difficult adjusting to the new environment compared to non-SMC students.

Santa Monica College Students: Mean Scores on Factors by Sex

Table 17 illustrates the mean scores for SMC students in the sample by sex on the seven factors. The *t*-test results revealed two statistically significant differences between the mean responses of male and female students. For the community college factors, both male and female students were similar on the three dimensions. However, for the factors in the UCLA experience, female students scored higher in the Academic Involvement and Overall Satisfaction factors, compared to male students. In other words, female students from SMC were more likely to have higher levels of interaction and involvement with faculty in and out of class, compared to male students. Further, female students were more likely to express higher levels of satisfaction with UCLA.

Table 17
Mean Scores for Santa Monica College Students on Factors by Sex
(N=91)

		Sex		
Description of Factors	**Range**	**Male (n=29)**	**Female (n=62)**	**Percent Diff.***
Community College Experiences				
Academic Preparation	4-16	12.24	11.87	+0.37
Academic Counseling	4-12	9.66	9.90	- 0.24
Academic Involvement	4-16	9.52	9.58	- 0.06
UCLA Experiences				
Social Involvement	4-20	7.34	8.39	- 1.05
Academic Involvement	4-16	8.66	10.13	- 1.47**
Adjustment Process	4-36	22.32	20.66	+1.66
Overall Satisfaction	4-20	15.90	18.05	-2.15***

* A positive difference signifies higher mean response by Male students.
* A negative difference signifies higher mean response by Male students.

**p<.05, ***p<.01, ****p<.001

Santa Monica College Students: Mean Scores on Factors by Age Group

Table 18 depicts the mean scores for SMC students by age group on the seven factors. For the community college factors, both traditional and non-traditional age students had similar means. However, for the factors under UCLA experiences, the *t*-test results revealed three statistically significant differences between the mean responses of traditional age and non-traditional age. Traditional age students scored higher on the Social Involvement factor. That is, they were more likely to be more involved in campus clubs or events, compared to non-traditional students. Conversely, non-traditional age students scored higher on the Academic Involvement and Overall Satisfaction factors. In other words, non-traditional age students spent more time interacting with faculty and seeking their assistance compared to traditional students. Further, non-traditional age students were more likely to have higher levels of satisfaction with UCLA, compared to traditional age students.

Table 18
Mean Scores for Santa Monica College Students on Factors by Age Group
(N=91)

Description of Factors	Range	Age Group: Traditional (n=52)	Age Group: Non-Trad. (n=39)	Percent Diff.*
Community College Experiences				
Academic Preparation	4-16	12.19	11.72	+0.47
Academic Counseling	4-12	9.67	10.03	- 0.36
Academic Involvement	4-16	9.17	10.11	- 0.94
UCLA Experiences				
Social Involvement	4-20	9.00	6.79	+2.21***
Academic Involvement	4-16	8.96	10.59	- 1.63**
Adjustment Process	4-36	21.12	21.31	- 0.19
Overall Satisfaction	4-20	16.76	18.19	- 1.43**

* A positive difference signifies higher mean response by Traditional Age students.
* A negative difference signifies higher mean response by Traditional Age students.

**p<.05, ***p<.01, ****p<.001

DISCUSSION AND CONCLUSION

When examining the background characteristics of students in the sample, both SMC and non-SMC students were similar on most of the items. However, SMC students had a slightly higher proportion of white students (+10), compared to non-SMC students. Also, SMC students were more likely to have parents who are educated beyond the baccalaureate. In other words, the results suggest that they were more likely to have parents who earned a graduate degree, compared to their counterpart (non-SMC). In terms of socio-economic status, both SMC and non-SMC students were similar on the income level, except for the $75,000 or more category. Slightly more SMC students had a reported parental income (or personal) income in this bracket, compared to non-SMC.

For both groups, their reported community college GPA was similar. SMC students had a mean of 3.53, while non-SMC students had a mean of 3.52. In terms of their experiences at the two-year, SMC had significantly more agreement that the courses prepared them to be academically successful at UCLA. Further, these students agreed that the courses they took demanded intensive assignments, helped develop critical thinking skills, and were intellectually challenging. This finding suggests that the academic expectations and/or rigor required in their courses provide the socialization and preparation of the course work at UCLA. In other words, students are exposed to courses that require more reading, writing, and critical thinking, skills that are important for academic survival at UCLA.

About 9 out of 10 students from SMC agreed that they consulted with counselors. Further, significantly more SMC students agreed that the information received from counselors was helpful in the transfer process and helpful in the course selection to complete the transfer articulation agreement. This finding suggests two things: academic counselors are highly effective and students are very involved in meeting with counselors on a regular basis. In other words, counselors are knowledgeable of the changing policies, which pertain to transfer, and that they are successful in providing the information to students. Also, students at SMC seem to be very proactive in the educational process in terms of transfer preparation. Not only are they seeing counselors, but they also understand the expectations and procedures important to be successful in transferring.

At UCLA, students from SMC had a significantly higher GPA (3.32 versus 3.21), compared to non-SMC students. This finding suggests that SMC students are not only doing well academically but that a possible attribution to academic success is preparation from the two-year college. In addition, SMC students overall had higher involvement levels with professors at UCLA. In other words, they were more likely to spend time talking with professors outside of class and asking comments or criticisms about their

work, compared to non-SMC students. A plausible explanation for SMC students' academic performance is the notion that because they have higher interaction with faculty and spend time discussing course matters, they receive the feedback from professors about their work. Therefore, they are able to make the necessary improvements to achieve a better grade in the class.

In terms of students' adjustment process at UCLA, SMC students had lower agreement on all five items that measure their overall adjustment. The factor analysis results yielded a statistically significant difference on this factor. In other words, SMC students were less likely to experience difficulty in their overall adjustment process at UCLA, compared to non-SMC students. Possible explanations may include the following: SMC students are more prepared academically for the academic rigors of UCLA, SMC's location to UCLA, and SMC students have professors that are adjunct instructors at UCLA. In other words, SMC students may not have difficulty because they are socialized for the academic expectations and accelerated 10-week quarter system. Because SMC is located very close to the UCLA campus, students may be spending time on the college campus to utilize resources or visiting friends. By visiting and spending time on the UCLA campus, students acquaint themselves with buildings and resources. As a result, they are able to find there way around the large university and increase their knowledge about the UCLA campus. Since a hand full of professors at SMC engage in adjunct teaching at UCLA, students who have these professor in classes will more than likely benefit from them. In other words, students will learn first-hand from their professors the standards and expectations required of students at UCLA. As a result, students who eventually transfer are likely to be better prepared and less surprised about the level of academic rigor and accelerated 10-week quarter system.

When analyzing just SMC students by sex, female students had a high transfer GPA (3.55 versus 3.49), compared to male students. This pattern is found at UCLA; female students had a higher reported GPA (3.35 versus 3.24), compared to males, although not statistically significant. In terms of their community college experiences, both male and female students responded similarly. In other words, there were no significant differences on their perceptions about the academic courses, faculty involvement, study habits, or use of academic counseling.

At UCLA, almost a third of female students majored in Humanities, compared to 15% among males. Conversely, one-fourth of males majored in Physical Sciences, compared to 5% of females. Perhaps a possible explanation is that female students from SMC are not interested in pursing majors in the Physical Sciences. Also, given the competitiveness and academic requirements to be in majors in the Physical Sciences,

female students may be turned away or "cooled out" early in the process beginning at the two-year. Consistent with the research about gender inequity in science, engineering, and mathematics, further studies should be conducted to examine the background characteristics of students, namely women and identify factors that may facilitate or impede their educational goals.

Overall, male students had lower involvement or interaction with professors at UCLA, compared to female students. About half of female students and one-fourth of male students indicated that they asked a professor for comments and criticisms about their work. Moreover, over half of females compared to 38% of male students indicated that they asked a professor for information related to a course. Given this finding, it is not surprising that female students scored higher on the UCLA Academic Involvement factor. In other words, female students were more likely to visit professors during office hours and discuss course matters with them. Further, they were more likely to obtain important information about improvement in their academic standing, compared to male students.

Of the six items that make up the adjustment process scale, male students had higher agreement on four of the items. That is, male students were more likely to agree that adjusting to UCLA was difficult and that they experienced an increase level of stress when they started. Although none of these findings were statistically significant, it raises interesting notions about gender differences and the adjustment process. This finding is worth further exploration.

Female students also scored significantly higher on the UCLA Overall Satisfaction factor, compared to males. In other words, female students were more satisfied with their academic, intellectual, personal, and social experiences of UCLA, compared to males.

When analyzing the data among SMC students by age, there are findings worth noting. Non-traditional age students (3.42 versus 3.24) had a significantly higher reported GPA at UCLA, compared to traditional age students. This finding suggests that "older" students are performing quite well academically, compared to their counterpart. Also, a possible explanation is the notion that older students are not distracted by the numerous social opportunities, which attract traditional students. As a result, older students may be spending more time with their academics and not with other social-type activities. Further, this finding is supported by the fact that traditional age students scored significantly higher on the UCLA Social Involvement factor.

DISCUSSION AND CONCLUSION

Despite a student's age, over half indicated that adjusting to the academic standards was difficult. However, traditional age students had lower agreement that they experienced "transfer shock" and that it was difficult adjusting to the 10-week quarter system, compared to non-traditional students. A plausible explanation for this finding is the notion of being a returning student. That is, having been away from the educational experience, returning students are faced with making changes to their behavior or approach to learning. However, although older students have higher agreement on items pertaining to adjustment, they scored significantly higher on the Academic Involvement factor. In other words, older students were more likely to become involved with faculty outside of class, compared to traditional students. This finding may support why non-traditional students have a higher academic performance as measured by GPA, compared to traditional students. Older students who visit professors take the time to discuss academic matters and course expectations. As a result, they learn the "hidden curriculum" of how to achieve a satisfactory grade in the class. Also, older students may be less intimidated by meeting with professors, compared to their counterpart.

Finally, older students were significantly more satisfied with their UCLA experience, compared to traditional students. Pursuing education many years later may provide the motivation to maximize the opportunities available to them at UCLA. Appreciating the opportunity to be at UCLA and to pursue higher education is increased. As a result, older students take advantage of interacting with world-renowned scholars and utilize the resources available to them.

RECOMMENDATIONS AND FUTURE RESEARCH

Because transferring from a community college to a four-year college university is a complex process, students who are prepared academically, personally, and socially will succeed in the smooth transition required. In other words, being exposed to high academic rigor and standards at the two-year will benefit students when they arrive at a university like UCLA. However, they may be prepared academically but not psychologically. At UCLA, students will most likely be in classes ranging from 20 - 300, depending on their respective major. As a result, students could easily feel alienated and overwhelmed by the size of the class. Further, given the disparity between the community college environment and UCLA, greater adjustment will be required. The following are recommendations for program improvement:

- *Academics*. Maintain the academic expectations or rigor in course offerings. Requiring more reading, writing, and researching will positively benefit students in terms of their academic training. Further, being socialized by high standards will positively impact the extent to which students will perform successfully at the senior institution.

- *Student Involvement*. When students are involved academically and socially, they are most likely going to be satisfied with their college experience. Programs should be developed to encourage students to become involved in campus programs and/or activities. Students who are involved at the two-year should be encouraged to continue their involvement at the four-year institution. Becoming involved after transfer will have a profound effect on a student's adjustment process.

- *Academic Counseling*. Students should be encouraged to visit the Transfer-Center Counseling Center. Further, students should work with counselors early in their program on a one-to-one basis. Developing a rapport with a counselor will foster a student's confidence in making frequent visits.

- *Collaboration with Four-Year*. Maintain and improve collaboration with other four-year colleges and universities. Students from SMC can benefit from programs such as "transfer tours" and other campus resources. Designing a program for SMC students to visit four-year institutions to learn about the transfer process will be beneficial to them. Starting early will have a positive effect on students' choice of transfer institution and preparation for the major.

- *Technology Literate*. Students should be knowledgeable with the use of technology. That is, students should have the skills to operate computers and be proficient with business and educational software programs. A course that introduces students to learn the Internet and other related programs would be beneficial to students. The ability to possess such skills will dictate the extent to which an individual will be a participant in the Super Highway phenomenon. Moreover, at the four-year students will have access to highly sophisticated computer systems. Having the basic skills will enable students to maximize the opportunities to utilize such resources.

- *Research Skills*. Students should be introduced to the research process early in their academic career at the community college. Students who transfer to the four-year are often overwhelmed by doing research. Students usually have never been exposed to the research process at the community college. Therefore, teaching students about research and requiring students to engage in research (in class or out of class) would have a substantial benefit to students' skills and abilities.

For Future Research

- Identify four-year institutions that SMC students transfer to. Recommend that SMC collaborate with four-year institutions to develop a method or system to follow-up their students.

- Follow-up studies should be longitudinal in nature. In other words, surveying students at the beginning of the academic year and toward the end of the academic year will enable the researcher to examine the rate of change of the student over time.

- Increase the sample of former SMC students and examine students who transfer to other public or private four-year institutions. The question about college choice is an interesting one. A future research project, which examines the reasons why individuals choose to attend a private college or highly selective or less selective institution, would be useful for student affairs professionals and researchers. Understanding the transfer patterns of students would be valuable to the college.

- A future study that investigates students' choice of major is warranted. Such studies will provide researchers and student affairs professionals valuable information for program improvement and student advising.

DEFINITION OF TERMS

Age Group: The category or group name of students based on their age. Students are categorized in two groups: traditional age and non-traditional age. Students in the traditional age group are 24 years old or younger, and students in the non-traditional age group are between the ages of 25-54.

Cohort: A group of students. In this report, cohort is used to describe the group of students that entered UCLA in fall quarter 1993. Cohorts may be separated to identify students of a given ethnic background for reporting and analytical purposes.

Community Colleges: Any institution accredited to award the Associate of Arts or Science as its highest degree (Cohen & Brawer, 1996). This definition includes the comprehensive two-year colleges as well as many of the technical institutes, both public and private.

Community College Transfer: Defined as any individual who completes a certain amount of units and/or articulation agreement at the community college and who successfully is admitted to a four-year university. The term "transfer" includes all students who enter UCLA as sophomores or juniors. Most transfers are juniors or within a few units of achieving junior status.

Grade Point Average (GPA): The GPA is based on the academic work completed during an academic year. The UCLA GPA is the cumulative GPA for all work taken at the University of California up to a given time. The community college GPA is the cumulative GPA received by the student prior to transfer, and is reported by the student. The high GPA is the cumulative TPA received by the student in high school.

Group Membership: For this study, group membership is defined in two categories: SMC and non-SMC. Students who attended SMC and transferred from SMC were included in the SMC group. Other students in the sample who transferred from other community colleges comprised the non-SMC group.

Non-SMC Student: Defined as a student who did not attend Santa Monica College prior to transferring in fall 1993. Any student in this category is included in the comparison group.

Non-Traditional Age: Defined as students who upon transferring to UCLA in fall 1993 were 25 years of age or older.

DEFINITION OF TERMS

SMC Student: Defined as a student who last attended Santa Monica College prior to transferring in fall 1993.

TAP: A students is considered a TAP student if his/her admission record contains a "TAP Flag," denoting official certification of having met the requirements.

TAP Transfer: Defined as student who participated in an honors program at the community college and completed the honors articulation agreement. Upon transferring to UCLA, these students were TAP-certified.

Traditional Age: Defined as students who upon transferring to UCLA in fall 1993 were 24 years of age or below.

Transfer Shock: Defined as the temporary dip in grades manifested by students during the first or second semester after transferring to the senior institution. In addition, it is the experience of new transfers upon entry to a four-year institution who possess feelings of disillusionment, discouragement, and dissatisfaction. The drastic change in environment is different from their prior experience, thus, requiring a greater adjustment process. The dissimilarity demands greater adjustment, which requires more time and energy.

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LIST OF APPENDICES

A. Listing of Participating Transfer Alliance Program (TAP) Colleges

B. Transfer Students' Questionnaire (TSQ)

C. Dean's Cover Letter

D. Factor Analysis Results

APPENDIX A

List of Participating Transfer Alliance Program (TAP) Colleges

Transfer Alliance Program (TAP)
List of Participating Colleges
(as of October 19, 1995)

UCLA College of Letters and Science
Honors and Undergraduate Programs

1. Antelope Valley College
2. College of the Canyons
3. Chaffey College
4. East Los Angeles College
5. El Camino College
6. Glendale College
7. Long Beach City College
8. Los Angeles City College
9. Los Angeles Harbor College
10. Los Angeles Pierce College
11. Los Angeles Southwestern College
12. Los Angeles Valley College
13. Pasadena City College
14. Rancho Santiago College
15. Saddleback College
16. San Bernardino Valley College
17. San Diego City College
18. Santa Monica College
19. West Los Angeles College
20. West Valley College

APPENDIX B

Transfer Students' Questionnaire (TSQ)

COMMUNITY COLLEGE EXPERIENCE

Community college you transferred from: **What was your community college GPA:** _____

_____

Did you take honors courses at the community college?	O YES	O NO
If NO, please complete PART I		
If YES, how many honors courses did you take?	O 1-3	O 7-9
If YES, please complete PART I and PART II	O 4-6	O 10 or more
Were you a TAP (Transfer Alliance Program) student?	O YES	O NO
Did you transfer to UCLA as a TAP student?	O YES	O NO

PART I. The purpose of this study is to obtain information about your community college experience prior to your transfer to UCLA. The following questions address various aspects of your community college ("CC") experience. (Indicate your responses by filling in one of the spaces to the left of each item)

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
O	O	O	O	The CC courses prepared me to be academically successful at UCLA.
O	O	O	O	I consulted with academic counselors regarding transfer.
O	O	O	O	I felt comfortable approaching faculty outside class.
O	O	O	O	I frequently studied in a group setting (study groups) with students.
O	O	O	O	I sought academic tutoring for classes.
O	O	O	O	The courses demanded intensive writing assignments and projects.
O	O	O	O	The courses I took at the CC helped me develop critical / analytical thinking.
O	O	O	O	Overall, the courses I took at the CC were intellectually challenging.
O	O	O	O	I visited faculty and sought their advice on class projects such as writing assignments and research papers.
O	O	O	O	Information received from academic counselors was helpful in the transfer process.
O	O	O	O	The information helped me take the right courses to complete the transfer articulation agreement.

PART II. <u>Honors Courses at Community College</u>

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
O	O	O	O	The honors courses developed my critical and analytical thinking.
O	O	O	O	The courses demanded intensive writing assignments and projects.
O	O	O	O	The courses provided an opportunity to work closely with faculty.
O	O	O	O	The small class size contributed to the intellectual experience.
O	O	O	O	The courses were more intellectually challenging than non-honors courses.
O	O	O	O	The courses prepared me for the academic standards at UCLA.
O	O	O	O	The course requirements were demanding compared to non-honors courses.
O	O	O	O	The student-faculty relationship contributed to the value of honors section.
O	O	O	O	The courses required more extensive reading and writing than non-honors.
O	O	O	O	I felt comfortable approaching faculty outside class.
O	O	O	O	I frequently studied in a group setting (study groups) with students.
O	O	O	O	I sought academic tutoring for classes.
O	O	O	O	The information received for academic counselors was helpful in the transfer process.
O	O	O	O	I received honors credit from Honors Contract courses.
O	O	O	O	Most of the honors courses met the prerequisites for the major and the IGETC.

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UCLA EXPERIENCE

The following questions pertain to your experience at UCLA.

What is your major at UCLA? _____

What is your current UCLA GPA? _____

How many course units are you taking this quarter?

O 1 - 5 units
O 6 - 10 units
O 11 - 15 units
O 16 - 20 units
O 21 or more units

As far back as you can remember, how many units did you take per quarter?

_____F 1993
_____F 1994
_____W 1994
_____W 1995
_____S 1994

Did you attend Summer Transfer Orientation? O Yes O No

Are you in UCLA's Honors Program (Letters & Science)? O Yes O No

How many Honors courses have you taken at UCLA?

O None
O 1-4
O 5-8
O 9-12
O 13 or more

If you are eligible for AAP services, how often do you use the following:

Very Often	Often	Occasionally	Never	
O	O	O	O	Academic Counseling
O	O	O	O	Graduate Mentor
O	O	O	O	Peer Counseling
O	O	O	O	Preferential Enrollment
O	O	O	O	Tutorial Services
O	O	O	O	Workshops

Did you participate in the AAP Transfer Summer Program (TSP) in Summer 1993?
O Yes O No

DIRECTIONS: In your experience at UCLA during the current school year, about how often have you done each of the following? (Indicate your responses by filling in one of the spaces to the left of each statement)

Experiences with Professors at UCLA

Very Often	Often	Occasionally	Never	
O	O	O	O	Talked informally with a professor outside of class.
O	O	O	O	Asked your professor for information related to a course you were taking (grades, make-up work, assignments, etc.)
O	O	O	O	Discussed ideas for a term paper or other class project with a professor.
O	O	O	O	Asked your professor for comments and criticisms about your work.
O	O	O	O	Worked with a professor on his/her research.

Clubs and Organizations at UCLA

Very Often	Often	Occasionally	Never	
O	O	O	O	Attended a program, meeting, or event put on by a student group.
O	O	O	O	Attended a meeting of a club, organization, or student government group.
O	O	O	O	Worked for a student organization(s) or on a special project(s)
O	O	O	O	Joined a club, organization, or student government.
O	O	O	O	Held an office in a club, organization, or student government.
O	O	O	O	Participated in a Transfer Student Association (TSA) program.
O	O	O	O	Learned about organizations that sponsor activities specifically addressed to the needs of transfer students.

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UCLA EXPERIENCE (continued)

Student Services at UCLA

Very Often	Often	Occasionally	Never	
O	O	O	O	Attended Academic Workshops in the Commons at Griffin Commons.
O	O	O	O	Utilized Student Psychological Services (SPS).
O	O	O	O	Utilized services offered by Placement and Career Planning Center (PCPC).
O	O	O	O	Consulted with departmental or L&S counselors regarding courses and major.
O	O	O	O	Utilized tutorial services.
O	O	O	O	Purchased lecture notes to use as additional study guides for class.
O	O	O	O	Visited and obtained information from the Women's Resource Center.

Below are statements about your adjustment process and your opinions about your overall satisfaction at UCLA. Please indicate the extent to which you agree or disagree. (Mark one for each item)

Adjustment Process to UCLA

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
O	O	O	O	Adjusting to the academic standards or expectations has been difficult.
O	O	O	O	I often feel overwhelmed by the size of the student body.
O	O	O	O	The large classes intimidate me.
O	O	O	O	It is difficult to find my way around the campus.
O	O	O	O	My level of stress increased when I started UCLA.
O	O	O	O	Where I live made a difference to my adjustment at UCLA.
O	O	O	O	I experienced "Transfer Shock" when I started UCLA.
O	O	O	O	It is easy to make friends at UCLA.
O	O	O	O	It was difficult adjusting to the 10 week quarter system.
O	O	O	O	Spent time with friends that you made at the community college you attended.
O	O	O	O	Made friends with students who transferred from community colleges.

College Satisfaction at UCLA

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
O	O	O	O	Many students feel like they do not "fit in" on this campus.
O	O	O	O	Professors are strongly interested in the academic development of undergraduates.
O	O	O	O	I feel that I belong at UCLA.
O	O	O	O	Most students are treated like "numbers in a book."
O	O	O	O	Student services are responsive to students needs.
O	O	O	O	I feel the courses I have taken have been interesting and worthwhile.
O	O	O	O	I am satisfied with my decision to transfer to UCLA.
O	O	O	O	UCLA is an intellectually stimulating and often exciting place to be.
O	O	O	O	I would recommend to other transfer students to come to UCLA.
O	O	O	O	If I could change things, I wish I could have entered UCLA as a freshman.

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BACKGROUND INFORMATION

Age: _____ **Sex:** O Male O Female

High School GPA? _____

Year/Quarter you transferred to UCLA: _____

Racial or Ethnic Identification: (Please mark one)

- O African American/Black
- O Asian-Pacific Islander
- O Chinese/Chinese-American
- O Pilipino/Pilipino(a)-American
- O Japanese/Japanese-American
- O Korean/Korean-American
- O Hispanic, Latino(a)
- O Mexican/Mexican-American or Chicano(a)
- O American Indian/Alaska Native
- O White/Caucasian
- O Other_____

Place of Residence:

- O Residence Hall
- O Apt. (on-campus)
- O Apt. (off-campus)
- O Parents
- O Other

When do you intend to graduate from UCLA?

- O Spring '95
- O Summer '95
- O Fall '95
- O Winter '96
- O After Winter '96
- O Might not graduate

How long does it take you to get to UCLA from where you live?

- O 0 - 15 minutes
- O 15 - 30 minutes
- O 30 - 1 hour
- O 1 hour - 1.5
- O 1.5 hours - 2 hours
- O more than 2 hours

What is the highest academic degree that you intend to obtain?

- O BA or BS
- O MA or MS
- O Ph.D. or Ed.D.
- O M.D. or D.D.S.
- O LL.B. or J.D.
- O Other

What is the highest level of education completed by your parents? (Mark one in each column)

Mother		Father
O	Elementary School or less	O
O	Some high school	O
O	High school graduate	O
O	Some college	O
O	Associate Degree from community college	O
O	Bachelor's degree	O
O	Some graduate school	O
O	Graduate degree	O

What is your best estimate of your parents' (or if independent, your) total household income last year? Consider income from all sources before taxes. (Mark one)

- O Less than $14,999
- O $15,000 -19,999
- O $20,000 - 24,999
- O $25,000 - 29,999
- O $30,000 - 34,999
- O $35,000 - 39,999
- O $40,000 - 49,999
- O $50,000 - 59,000
- O $60,000 - 74,999
- O $75,000 - 99,999
- O $100,000 +

During the time school is in session, about how many hours a week do you usually spend working on a job?

- O none. I am not employed.
- O 1 - 10 hours
- O 11 - 15 hours
- O 16 - 20 hours
- O 21 - 30 hours
- O more than 30 hours

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OPEN-ENDED QUESTIONS

Please describe how your overall experience at UCLA differs from your community college experience in terms of academics, academic/social involvement, adjustment, and overall satisfaction.

In retrospect, what do you wish you had done at the community college to better prepare you for UCLA?

What factors helped you adjust to UCLA? Please explain.

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Instructions for mailing:
Please fold questionnaire in half and tape to seal.

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

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UNIVERSITY OF CALIFORNIA, LOS ANGELES
DEAN OF HONORS AND UNDERGRADUATE PROGRAMS
COLLEGE OF LETTERS AND SCIENCE
405 HILGARD AVE
LOS ANGELES CA 90099-6973

APPENDIX C

Dean's Cover Letter

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO

SANTA BARBARA · SANTA CRUZ

DEAN OF HONORS AND
UNDERGRADUATE PROGRAMS
COLLEGE OF LETTERS AND SCIENCE
405 HILGARD AVENUE, A265 MURPHY HALL
LOS ANGELES, CALIFORNIA 90024-1571

March 31, 1995

Dear Student:

Attached is a short questionnaire that asks you about your academic experiences at your community college and at UCLA. This survey is being sent to about 1000 California community college transfer students who entered UCLA in Fall Quarter 1993. Our main purpose in seeking this information is to learn how well UCLA and the California community colleges are meeting the needs of transfer students.

I know your time is precious, but I hope you will take about fifteen minutes to answer the questions on this survey. This is your opportunity to help us anticipate the needs of future transfer students. Your responses will also help us serve you better during the rest of your time at UCLA.

When you have completed the questionnaire, please refold it with the return address on the outside and tape it closed. Then return the questionnaire by U.S. mail, reply postage paid. Please return the questionnaire by Friday, April 21, 1995, at the latest. Your answers to these questions are important to us. If you would like more information about this research project, call Frankie Laanan, (310) 206-1200 or (310) 825-8317.

Thank you in advance for your time and attention and for your supporting our efforts to improve the quality of undergraduate education at UCLA.

Sincerely,

Edward A. Alpers

Edward A. Alpers
Dean, Honors and Undergraduate Programs

75 UCLA

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APPENDIX D

Factor Analysis Results
Factor Loadings and Alpha Coefficients

Factor Analysis Results

Factor 1: Academic Preparation at Community College (α=.85)

Measure	factor loading
The courses helped me develop critical/analytical thinking.	.87
Overall, the courses were intellectually challenging.	.78
The course prepared me to be academically successful at UCLA.	.77
The courses demanded intensive writing assignments and projects.	.75

Factor 2: Academic Counseling at Community College (α=.81)

Measure	factor loading
Information received from academic counselors was helpful in the transfer process.	.90
Information helped me take the right courses to complete transfer agreement.	.88
Consulted with academic counselors regarding transfer.	.64

Factor 3: Academic Involvement at Community College (α=.65)

Measure	factor loading
I frequently studied in a group setting with other students.	.72
I visited faculty and sought their advice on class projects and assignments.	.68
I sought academic tutoring for classes.	.67
I felt comfortable approaching faculty outside of class.	.55

Factor 4: Social Involvement at UCLA (α=.93)

Measure	factor loading
Joined a club, organization, or student government.	.90
Attended a meeting of a club, organization, or student government.	.88
Worked for a student organization(s) or on a special project(s).	.87
Attended a program, meeting, or event put on by a student group.	.84
Held an office in a club, organization, or student government.	.83

Factor 5: Academic Involvement at UCLA (α=.91)

Measure	factor loading
Asked your professor for comments and criticisms about your work.	.87
Asked your professor for information related to course you were taking.	.85
Discussed ideas for a term paper or other class project with a professor.	.84
Talked informally with a professor outside of class.	.79

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Factor 6: Adjustment Process at UCLA (α=.83)

Measure	factor loading
I experienced "Transfer Shock" when I started UCLA.	.75
Adjusting to the academic standards or expectations has been difficult.	.72
My level of stress increased when I started UCLA.	.70
I often feel overwhelmed by the size of the student body.	.68
The large classes intimidate me.	.67
It was difficult adjusting to the 10-week quarter system.	.56
It is difficult to find my way around the campus.	.49
Many students feel like they do not "fit in" on this campus.	.48
Where I lived made a difference to my adjustment at UCLA.	.46

Factor 7: Overall Satisfaction of UCLA (α=.85)

Measure	factor loading
I would recommend to other transfer students to come to UCLA.	.84
UCLA is an intellectually stimulating and often exciting place to be.	.79
I am satisfied with my decision to transfer to UCLA.	.78
I feel the courses I have taken have been interesting and worthwhile.	.67
I feel that I belong at UCLA.	.66

Source: Laanan (1997).

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